THE SCIENCE OF MENTAL ILLNESS

Maryland Voluntary State Curriculum – Science – Grades 6 - 8

Lesson	Standard	Description
3	1.A.1	Design and carry out simple investigations and formulate appropriate conclusions based on data obtained.
2	1.A.1.a	Explain that scientists differ greatly in what phenomena they study and how they go about their work.
All lessons	1.A.1.b	Develop the ability to clarify questions and direct them toward objects and phenomena that can be described, explained, or predicted by scientific investigations.
2, 3	1.A.1.c	Explain and provide examples that hypotheses are valuable, even if they turn out not to be true, if they lead to fruitful investigations.
1, 2, 4	1.A.1.d	Locate information in reference books, back issues of newspapers, magazines and compact disks, and computer databases.
3	1.A.1.h	Use mathematics to interpret and communicate data. Determine what units to use, express findings in several forms, decide what degree of precision is adequate, and estimate probabilities of outcomes.
3	1.B.1	Review data from a simple experiment, summarize the data, and construct a logical argument about the cause-and-effect relationships in the experiment.
2, 3	1.C.1.a	Organize information in simple tables and graphs and identify relationships they reveal.
2, 3	1.C.1.b	Read simple tables and graphs produced by others and describe in words what they show.
2, 3, 4	1.C.1.c	Give examples of how scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way.
3	1.C.1.e	Explain how different models can be used to represent the same thing. What kind of a model to use and how complex it should be depend on its purpose. Choosing a useful model is one of the instances in which intuition and creativity come into play in science, mathematics, and engineering.
All lessons	1.C.1.f	Participate in group discussions on scientific topics by restating or summarizing accurately what others have said, asking for clarification or elaboration, and expressing alternative positions.
1	1.C.1.g	Recognize that important contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times.
3	1.D.1.a	Explain that the kind of model to use and how complex it should be depends on its purpose and that it is possible to have different models used to represent the same thing.

3	1.D.1.b	Explain, using examples, that models are often used to think about processes that happen too slowly, too quickly, or on too small a scale to observe directly, or that are too vast to be changed deliberately, or that are potentially dangerous.
3	1.D.1.c	Explain that models may sometimes mislead by suggesting characteristics that are not really shared with what is being modeled.
3	3.C.1.e	Identify evidence to support the idea that there is greater diversity among offspring of organisms that reproduce sexually than among those that reproduce asexually. (Grade 7)
3	3.D.1.a	Cite examples and describe that small differences between parents and offspring can accumulate (through selective breeding) in successive generations so that descendants are very different from their ancestors. (Grade 6)
1, 3	3.D.1.b	Recognize that adaptations may include variations in structures, behaviors, or physiology, such as spiny leaves on a cactus, birdcalls, and antibiotic resistant bacteria. (Grade 8)
1, 3	3.D.1.c	Recognize and describe that adaptation involves the selection of natural variations in a population. (Grade 8)

Maryland Voluntary State Curriculum – Mathematics – Grades 6 - 8		
Lesson	**Standard**	**Description**
3	1.C.2.a	Identify and describe the change represented in a table of values. (Grades 6 & 7)
2, 3	4.A.1	Organize and display data.
3	6.A.1.a	Read, write, and represent whole numbers.
3	7.C.1.b	Express mathematical ideas orally.
3	7.C.1.e	Express solutions using pictorial, tabular, graphical, or algebraic methods.
3	7.C.1.f	Explain solutions in written form.
3	7.D.1.b	Identify mathematical concepts in relationship to other disciplines.
3	7.D.1.c	Identify mathematical concepts in relationship to life.

Maryland Voluntary State Curriculum – Reading/English Language Arts – Grades 6 - 8		
Lesson	**Standard**	**Description**

1, 2, 3, 4	**1.D.1.a**	Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts.
1, 2, 3, 4	**1.D.1.b**	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.
1, 2, 3, 4	**1.D.3.d**	Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.
1, 2, 3, 4	**1.E.3.a**	Select and apply appropriate strategies to make meaning from text during reading
1, 2, 3, 4	**1.E.4.b**	Identify and explain information directly stated in the text.
1, 2, 3, 4	**1.E.4.c**	Draw inferences and/or conclusions and make generalizations.
All lessons	**1.E.4.e**	Summarize or paraphrase.
1, 2, 3, 4	**1.E.4.f**	Connect the text to prior knowledge or personal experience.
2, 3, 4, 6	**4.A.1.a**	Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas.
2, 3, 4, 5, 6	**4.A.1.b**	Select, organize, and develop ideas appropriate to topic, audience, and purpose.
2, 3, 4, 5, 6	**4.A.2.c**	Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within and between paragraphs.
3, 4, 6	**4.A.2.d**	Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies.
All lessons	**4.A.4.a**	Use precise word choice, formal to informal, based on audience, situation, or purpose.
All lessons	**4.A.7.a**	Identify, evaluate, and use sources of information on a self-selected and/or given topic.
All lessons	**4.A.7.b**	Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic.
All lessons	**6.A.1.a**	Attend to the speaker. (Grade 6)
All lessons	**6.A.1.b**	Ask appropriate questions. (Grade 6)
All lessons	**6.A.1.c**	Contribute relevant comments. (Grade 6)
All lessons	**6.A.1.d**	Relate prior knowledge. (Grade 6)
All lessons	**6.A.1.e**	Use note taking to assist listening when appropriate. (Grade 6)
All lessons	**6.A.1.f**	Maintain visual contact with the speaker. (Grade 6)
All lessons	**6.A.1.g**	Maintain focus by identifying and managing barriers to listening. (Grade 6)
2, 3	**7.A.1**	Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes.

Maryland Voluntary State Curriculum – Health – Grades 6 - 8		
Lesson	**Standard**	**Description**
All lessons	1.A.1	Recognize and apply effective communication skills.
1, 2, 3, 4	1.A.2	Describe how emotions influence behavior.
2, 3, 4, 5	1.A.2.a	Identify warning signs of deep depression/suicide. (Grade 8)
3, 4, 6	1.A.3	Identify components to promote personal well-being.
3, 4, 6	1.A.3.a	Review components of personal well-being. (Grade 8)
3, 4, 5, 6	1.A.3.b	Explain the importance of assuming responsibilities of personal health behavior. (Grade 8)
4, 5	1.A.4.a	Predict how decisions regarding behavior have consequences for self and others. (Grade 6)
3, 4, 5, 6	1.A.4.b	Analyze how decisions are influenced by external conditions including culture and the media. (Grade 6)
4, 6	2.A.1	Distinguish between appropriate and inappropriate use of prescription and OTC drugs. (Grades 6 & 8)
3, 4, 5, 6	3.A.1	Demonstrate the ability to access, describe, and evaluate health information, products, and services in order to become health literate consumers. (Grade 7 & 8)
3, 4, 5, 6	3.A.2	Demonstrate the ability to identify and practice health-enhancing behaviors and reduce health risks to live safer, healthier lives. (Grades 6 & 8)
3, 4, 5, 6	7.A.5.a	Identify risk factors that impact on non-communicable diseases: family history, lifestyle choices, and the environment. (Grade 8)
3, 4, 5, 6	7.A.5.c	Identify the protective factors that decrease the occurrence of non-communicable diseases: regular medical check-ups, immunizations and screening, diet and weight management, exercise and rest, and environmental exposure. (Grade 8)